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AUTHOR Dowler, Lloyd
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ABSTRACT

This module on the history, philosophy, and trends in vocational education is one of a set of four on the introduction to vocational education and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, three lessons are presented: (1) the history of vocational education; (2) the philosophical concepts of vocational education; and (3) trends in vocational education. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

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ED163251

Common Core Curriculum
for Vocational Education

A-1

HISTORY, PHILOSOPHY, AND TRENDS IN VOCATIONAL EDUCATION

Module Writer: Lloyd Dowler, M. A.

Category A:

INTRODUCTION TO VOCATIONAL EDUCATION

Project Director
Gwen Cooke, Ph.D.

Assistant Project Director
Maurine Vander Griend, M.S.

1978

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ABOUT THIS MODULAR CURRICULUM

This module is one of a series of 34 modules intended for use in the professional preparation of vocational educators in the vocational education service areas of agricultural, business, home economics, and industrial education. The curriculum can be adapted to various styles of instruction and to various entry-levels of students.

It is recommended that an instructor planning to use these modules review each category to determine if any modification is needed in the objectives and suggested activities so that they conform with local institutional policies and/or vocational education programs. It is also suggested that resources and activities be identified for the specific entry-level of the student to be served.

The activities listed are suggested. The use of any other activity or reading reference which the instructor believes would help to accomplish the objectives of that lesson is encouraged. The choice of the teacher to use the entire module, either through group reports or individualized assignment, will be related to individual student competency requirements.

Since many modules strongly recommend the use of local administrative personnel and community rsources, it is suggested that all site visitations and requests for assistance in the community be coordinated by or cleared through the instructor. The instructor may wish to distribute these tasks among the student group and across the community with the class report system being used to disseminate the information gathered.

These modules have been field tested in various settings. They have been used with students working toward a bachelor's or master's degree and with students seeking the designated subjects credential in California. Some modules were tested through student independent study, others as part of total class assignment, and still others as an alternate activity. Workshop participants examined the materials in terms of content, activities, and resources. The adaptability of this curriculum is one of its strengths.

The materials could not have been completed without the participation and contribution of many individuals. Chief among these persons were the module writers, workshop participants, field-test instructor, and students. Conference presentors and evaluators also contributed to this project. Proceedings of the workshop are available upon request.

If we can provide you with information or help in using this curriculum, please feel free to contact us.

Project Director

Dr. Gwen C. Cooke, Chairperson
Home Economics Department
California State University, Fresno

Assistant to Director

Maurine Vander Griend, Adjunct Professor
Home Economics Department
California State University, Fresno

COMMON CORE CURRICULUM

FOR

VOCATIONAL EDUCATION

MODULE WRITERS

William Bain, M.A.
Ann Bauer, M.S.
Lloyd Dowler, M.S.
Frances Harkins, M.S.
Hal Marsters, M.S.
Joan Martin, Ed.D.
Kenneth Moshier, Ph.D.
Dwayne Schramm, Ph.D.
Gayle Sobolik, Ph.D.
Gary Winegar, D.Ed.

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HISTORY, PHILOSOPHY, TRENDS IN VOCATIONAL EDUCATION

Module Objective

Upon satisfactory completion of this module, the student preparing to become a teacher of vocational education subjects will be able to:

(1) Trace the historical development of vocational education.

(2) Explain the philosophy of vocational education.

(3) Provide information about what the future may hold for members of the work force and for those preparing to enter the work force.

Module Overview

Since its inception in 1917, vocational education has been directed toward training persons for useful employment. The needs of two distinct groups of people have been served: those who have already entered, and those who are preparing to enter occupations in the fields of agriculture, distribution, office and business, home economics, trade and industry, health, and science.

Now, under authority of the Vocational Education Act of 1963 and the amendments of 1968 and 1976, such programs are no longer limited to categorical areas of job preparation. Training and retraining are provided for all persons of all ages, in all communities. Programs are now designed to provide vocational instruction which is realistic in the light of actual or anticipated opportunities for gainful employment, and are suited to the participants' needs, interests, and ability to benefit from such training.

Vocational education supplements and enhances general education for students who want to prepare for a chosen occupation. On the secondary level vocational education programs are administered by local school authorities who accept the responsibility of providing opportunities both for general education and vocational education.

The lessons in this module will help persons preparing to become vocational teachers gain the necessary understandings of the technological and industrial changes that have taken place during the past 200 years and help them be more aware of current issues and trends in the world of work.

(1) History of Vocational Education

(2) Philosophical Concepts of Vocational Education

(3) Trends in Vocational Education

Resource Materials for Completing the Activities in this Module

Advisory Council on Vocational Education. Vocational Education: The Bridge Between Man and His Work. Washington, D. C.: U.S. Government Printing Office, November, 1968.

American Vocational Association. Vocational Technical Terminology. Washington D. C.: American Vocational Journal, 1971.

American Vocational Association, The Individual and His Education, (Second Yearbook) Washington, D. C.: American Vocational Association, 1972.

Barlow, Melvin, A.V.A. Historian, Professor of Education, University of California, Los Angeles. "200 Years of Vocational Education 1776-1976." American Vocational Journal, May, 1976.

Barlow, Melvin L. (ed.). The Philosophy for Quality Vocational Education Programs, (Fourth Yearbook) Washington, D. C.: American Vocational Association, 1974.

Bell, Terrell H. "Vocational Education 1976 and Beyond," Washnington, D. C.: American Vocational Journal, May, 1976.

Buckett, Lowell A. "A Look to the Future." American Vocational Journal, May, 1976.

Dewey, John. Philosophy of Education. Tatona, M. J.: Littlefield, Adams, and Company, 1971.

Evans, Rupert N. Foundations of Vocational Education. Columbus, Ohio: Charles E. Merrill, 1973.

Kazanas, H. C. The Philosophy and Foundations of Vocational Education. New York: MSS Information Corporation, 1973.

Lazerson, Marvin and Norton W. Grubb (ed.). American Education and Vocationalism: A Documentary History, 1870-1970, New York: Teacher's College Press, Columbia University, 1974.

Prusser, Charles A. and Thomas H. Quigley. Vocational Education in a Demoncracy. (2nd ed.). Chicago American Technical Society, 1963.

Special Task Force to the Secretary of Health, Education, and Welfare. Work in America. Cambridge, Massachusetts: The MIT Press, 1972.

Thompson, John F. Foundations of Vocational Education: Social & Philosophical Concepts. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973.

Venn, Grant. Man, Education, and Work: Postsecondary Vocational and Technical Education. Washington, D.C.: American Council on Education, 1964.

Vocational Education: The Bridge Between Man and His Work. General Report of the Advisory Council on Vocational Education, Washington, D.C.: U. S. Government Printing Office 1968.

Vocational Education 1776-1976. A California tribute to the Bicentennial Year. A Public Information Project. Produced by: Holzkemper, Charlot and Associates, in cooperation with: Office of the Superintendent Yolo County Schools and Vocational Education Unit, Department of Education, State of California.

HISTORY, PHILOSOPHY, TRENDS IN VOCATIONAL EDUCATION

Lesson One: History of Vocational Education

Objective

Upon the satisfactory completion of this lesson the student will be able to: (1) identify the first federal agency concerned with the administration of vocational education, explain its purpose and how it affected the administration of vocational education in each state; and (2) describe the major changes that took place in our educational setting and how they affected vocational education between 1776 and 1976.

Overview

From the earliest periods of civilized life to the end of the 18th century, there was little change in the means of vocational education. Throughout those thousands of years the "learned professions" were transmitted by some kind of school; and all other vocations, with the possible exception of the military, used some from of "learning by doing" as their chief mode of training. Both of these methods, however, have undergone many modifications through the centuries. Apprenticeships seem, at first, to have been merely a father-to-son transmittal of skill and knowledge. In the middle ages, during the dominance of town life by the craft guilds, indentured apprenticeships became an important social and economic institution. With the decline of the influence of the guilds, apprenticeship became a function of the state and continued as the most important means of vocational education for the skilled crafts until the development of the factory.

Thus, through all the ages, there has been but one way for the unskilled worker to learn to do his tasks, namely, the pickup method. It is only in recent years that any serious attention has been given to the training of the unskilled laborer for his work. Furthermore, the unprecedented developments since the turn of the century in physical sciences, in medicine, and in the social sciences, have greatly expanded the vocational areas for which formal training is required.

The development of vocational education in the U. S. from 1876 to 1926 has had a great impact on industrial education, home economics, and business and agricultural education, as we know it today. The manual training movement and the trade school movement brought forth new ideas in fitting students for life.

By 1900 the economic and social problems resulted in the establishment of courses of study in home economics. On January 1, 1909, the American Home Economics Association was organized. Its objectives were to improve living

conditions in the home, in institutions, and in the community. Agricultural education received financial support in 1887 through the efforts of Senator William H. Hatch. The Hatch Act provided for scientific study of agriculture by the land grant colleges having departments organized as experiment stations and in separate institutions organized for that purpose.

The vocational guidance movement developed almost simultatneously with the vocational education movement. Early leaders in the vocational movement and those associated with the development of vocational guidance were quick to realize their common objectives.

One of the most important pieces of legislation for vocational education came into being on July 1, 1917, when the Smith-Hughes Act became effective. Because the events of the late 19th Century and early 20th Century play such a significant role in the development of vocational education in the U. S., all vocational education teachers need to familiarize themselves with these historical developments.

Suggested Activities

(1) Review the historical literature about vocational education described as the "Awakening" in the American Vocational Association Journal, May, 1976. Identify the four most important forces causing change in educational consciousness in the United States according to Ellwood P. Cubberly and describe each briefly.

(2) Discuss the five basic elements provided by the apprenticeship programs and used by medieval nations. Explain how each of these elements is used in the four main vocational programs today: agricultural education, business education, home economics education, and industrial education.

(3) Explain the differences between the manual labor movement and apprenticeship training and be prepared to present an oral report at a group meeting.

(4) Prepare a paper on three oustanding early day women educators and their contributions to the development of home economics education in the "Independence Action" period of 1826 to 1876.

(5) Compare the historical beginnings of the types of programs which are part of agricultural education, business education, home economics education or industrial education. (Select only one.)

(6) Prepare a written report covering the duties and responsibilities of the Federal Board for Vocational Education.

(7) Explain the historical significance of the Morrill Act and the Hatch Act in relation to education.

(8) The vocational guidance movement and the vocational education movement developed almost simultaneously. Briefly describe how each

developed independently and then came together. Provide dates to illustrate the duration of this relationship.

Suggested Resources

Barlow, Melvin L., A.V.A. Historian, Professor of Education, U.C.L.A. "200 Years of Vocational Education 1776-1976." The American Vocational Journal, May, 1976.

Barlow, Melvin L. History of Industrial Education in the U. S. Peoria, Illinois: Charles A. Bennett Company, 1976.

Bennett, Charles A. History of Manual and Industrial Educaction up to 1870. Peoria: The Manual Arts Press, 1976.

Evans, Rupert N. Foundations of Vocational Education. Columbus, Ohio: Charles E. Merrill, 1971.

Krebs, Alfred H. The Individual and His Education, (Second Yearbook) Washington, D. C.: American Vocational Association, 1972.

Mays, Arthur B. Principles and Practices of Vocational Education. (1st ed.) New York: McGraw-Hill Book Company, 1948.

Upon successful completion of assigned activities, proceed to Lesson 2.

HISTORY, PHILOSOPHY, TRENDS IN VOCATIONAL EDUCATION

Lesson Two: Philosophical Concepts of Vocational Education

Objective

Upon the satisfactory completion of the activities of this lesson, the student preparing to become a teacher of vocational education will be able to describe three philosophical concepts of vocational education.

Overview

The modern philosophy of vocational education focuses on the needs of those enrolled in vocational education programs, on the one hand, and on the more general goals and aspirations of vocational education programs, on the other. For example, under the California Five Year State Plan for Vocational Education, those enrolled in vocational education programs are to acquire sufficient job related skills to become employed, to learn of job requirements before an occupation is chosen, and to upgrade skills or retrain, if necessary, under changing conditions.

The general policies regarding vocational education are that it should be available to all people, that equal opportunity should be given to all to train for and choose a suitable and diginified occupation, that vocational education should be a continuing part of a comprehensive system of education, and that it should reflect societal changes.

Suggested Activities

(1) Stephen Van Rensselau opened an institute in Troy, New York, in 1824. Describe how he proposed to instruct persons enrolled in his school and explain briefly how his theories are still being used in vocational education classes today.

(2) Prepare a brief written report on the education theories of John Locke, Jean Jacques Rousseau and the Swiss educator Johann Heinrich Pestalozzi and be prepared to discuss the key points that were to be adopted later in our American schools.

(3) Consider one of the criterion proposed by some early education philosophers that nothing should be taught in the school that can be learned adquately and efficiently in another institution. Under this view the family, the church, the place of employment, and the communications media all have educational functions. Prepare a written report that will explain how vocational education students might be shortchanged if this principle was permitted to prevail.

(4) The philosophy of work and leisure and the importance of each to society has produced many varied points of view. Prepare a two to three page paper presenting your beliefs as to how you would encourage high school students in your vocational classes to appreciate the importance of each in preparing for their careers.

Suggested Resources

Barlow, Melvin L. (Ed.) AVA Historian, Professor of Education, University of California, Los Angeles. "200 Years of Vocational Education 1776-1976." American Vocational Journal, May, 1976.

Barlow, Melvin L. The Philosophy for Quality Vocational Education Programs. (Fourth Yearbook) Washington, D. C.: American Vocational Association, 1974.

Evans, Rupert N. Foundations of Vocational Education. Columbus, Ohio: Charles E. Merrill, 1973.

Kazanas, H. C. The Philosophy and Foundations of Vocational Education. New York: MSS Information Corporation, 1973.

Ray, Elizabeth M. Social and Philosophical Framework in Vocational, Technical, and Practical Arts Ed., Review of Educational Research, Ed. J. Moss, Jr. XXXVIII, No. 4, 309-325.

Upon successful completion of assigned activities, proceed to Lesson 3.

HISTORY, PHILOSOPHY, TRENDS IN VOCATIONAL EDUCATION

Lesson Three: Trends in Vocational Education

Objective

Upon satisfactory completion of this lesson, the student will be able to: (1) identify forces affecting vocational education programs; and (2) relate the value of manpower forecasting to the vocational education planning process.

Overview

This lesson provides a brief view of America's world of work today and of what the future may hold for members of the work force and for those preparing to enter the work force. The reading selections for this lesson describe how changes in the world of work affect vocational education and manpower planning. Next, the lesson considers current vocational education concepts and practices which provide students with immediate ties to the world of work, through cooperative education, work experience, work-study programs, and simulation.

Additionally, the lesson concerns itself with one of the groups of people vocational education attempts to serve--the 20% of the population that is forced to live outside the mainstream of society because of severe economic and social deprivation. According to the National Advisory Council on Vocational Education, "One of the most glaring failures of the American education system is its inability to effectively prepare the disadvantaged for full participation in society." Vocational education, as a part of the educational system, faces the responsibility of trying to meet the goal that every American be given an education relevant to his special needs.

Suggested Activities

(1) The women's movement and the need to provide equal employment and advancement opportunities require changes in employment practices. These changes affect vocational education instruction. Determine which of the following statements are true and must be considered in vocational education.

   a. "Occupations formerly male or female dominated will be filled by both sexes."

   b. "Race and sex cannot be factors when filling positions or considering advancements."

c. "Quota systems indicating that a certain percentage of jobs must be filled by minorities and women will soon be in effect in many occupations."

d. "If present efforts for equal employment opportunity are successful, many occupations will find more minorities and mixes of men and women than now exist."

(2) Society has become aware of the need to conserve energy and protect the finite supply of fuel. This recognition is reflected both in social science instruction and in physical science instruction. Describe in a short paper the ways the following vocational programs would be affected by problems of energy consumption: auto mechanics, commercial food preparation, and farm management.

(3) Identify occupations that in future years will probably be in increased demand. Discuss the social and technological changes that cause the demand for occupations to increase or decrease.

(4) Working in small groups, discuss the following statements. Consider the general public attitude about these statements.

a. Women have made considerable progress in obtaining equal employment opportunity. Many hold executive and upper administrative positions, and they are welcome additions to professions formerly male dominated, such as engineering and medicine.

b. While women have made some progress in obtaining equal employment opportunity, equality is still a long distance away. Based on percentage of employment, women hold few administrative and executive positions in business, industry, and public service. With equal length of service and education, women have average lower salaries than men.

c. The increasing number of families in which both husband and wife are employed has contributed to the overall unemployment rate.

d. The present trends in mixing sexes in all occupations is being overdone. Some occupations are better suited to one sex than the other. Women are better nurses; men are better firemen. Women are better elementary school teachers; men are better engineers. Women are better typists; men are better laborers in industry.

e. Minority groups, such as blacks, have employment opporunity problems similar to those of women.

You may wish to refer to the following references for more information concerning these topics:

Manpower Report of the President, April 1974, pp. 119, 123.

Occupational Outlook Handbook, 1974-75, p. 18.

Vocational Education in America's Schools, p. 87.

Technology and Jobs, p. 98.

Man, Education and Manpower, p. 145.

Foundations of Vocational Education, pp. 127, 274.

(5) Suppose you are a vocational director in a school district with 20,000 students in grades 9 - 12. Due to a traditional school board and administration, the vocational education program has not changed significantly during the last 20 years. A new board and administration are now in authority, and they favor a strong vocational education program. They invite you to a board meeting to gain knowledge about changes that have occurred in vocational education. Outline topics you would discuss with administrators.

(6) In recent years, vocational education has modified programs planning procedures to include the special needs of individuals and groups. This is a change from a system whereby business and industry identified the need for workers with special skills, a program was designed to provide the special skills, and students were recruited for the program.

Consider the changes that must be made in these procedures if the special needs of minorities, inner-city youth, women, the disadvantaged, and the physically handicapped are to be met. Through discussion, develop a procedure for planning vocational programs that consider the needs of individuals and special groups while still meeting the needs of business and industry so that trained students can be placed.

(7) Study the changing demand for occupations, determining the following:

a. Occupations increasing in demand.

b. Occupations decreasing in demand.

c. Future trends of occupations that employ very large numbers of people.

d. Occupations in which employees are needed.

e. Occupations in which significant surpluses of employees exist.

(8) Select an area of your specialization in vocational education and identify the manner in which the following social forces might affect the instructional program.

a. Reduction of pollution and waste.

b. Freedom to select individual life styles.

c. Need for finding self-worth in employment.

Suggested Resources

A Look at Business in 1990, a summary of the While House Conference on the Industrial World Ahead. U. S. Government Printing Office, 1972.

Advisory Council on Vocational Education. Vocational Education: The Bridge Between Man and His Work. Washington, D. C.: U. S. Government Printing Office, November 1968.

Barlow, Melvin L. The Philosophy for Quality Vocational Education Programs. (Fourth Yearbook) Washington, D. C.: American Vocational Association, 1974.

Jaffe, A. J. and Fromkin, Joseph. Technology and Jobs: Automation in Perspective. New York: Praeger, 1968.

Leighbody, Gerald B. Vocational Education in America's Schools: Major Issues of the 1970's. Chicago: American Technical Society, 1972.

Manpower Report of the President Including Reports by the U. S. Department of Labor and the U. S. Department of Health, Education and Welfare. Washington, D. C.: U. S. Government Printing Office, April, 1974.

Special Task Force to the Secretary of Health, Education and Welfare. Work in America. Cambridge, Massachusetts: The MIT Press, 1972.

Venn, Grant. Man, Education, and Manpower. Washington, D. C.: The American Association of Administrators, 1970.

Upon completion of the assigned activities in this module, you should be ready to take the Module Posttest. See your instructor for directions and measurement criteria.

HISTORY, PHILOSOPHY, TRENDS IN VOCATIONAL EDUCATION

MODULE PRE/POSTTEST

Student_____

Instructor_____

Date_____

Student:	This pre/posttest is designed to assess your knowledge of curriculum design and its application to vocational education. Since this module is an individualized and competency-based learning device, you will need to study only those lessons that are presented on the basis of your response to this test.

1. From an historical standpoint, list three important educational developments that took place during the years of: (a) 1776-1876, (b) 1876-1926, (c) 1926-1976; and explain how each has helped to develop vocational education as we know it today.

2. Describe briefly what practical principle of vocational education came out of the manual labor movement that has become a part of our philosophy in providing vocational education programs today.

3. What was the Kalamazoo case and why was it important to the process of educational development in the U. S.?

Pre/Posttest (continued)

4. Describe the major philosophic concepts of vocational education.

5. What brought about the need for developing a vocational guidance system for our high schools?

6. On what basis did the Commission on National Aid to Vocational Education justify grants to states?

7. Why was the Federal Board for Vocational Education established?

8. What was the purpose or the intention for establishment of national, state, and local advisory councils?

Pre/Posttest (continued)

9. Current concepts of providing students with job experience as a supplement to classroom instruction include the use of "cooperative" education, "work experience education," and "work study programs." Explain the primary purpose of each.

HISTORY, PHILOSOPHY, TRENDS IN VOCATIONAL EDUCATION

ANSWER KEY
MODULE PRE/POSTTEST

Instructor: Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. (L1) Three important developments that had an impact on the beinning of vocational education from 1776-1876 were: The Morrill Act, the Hampton Institute and the Kalamazoo Case. Each is significant in the history of vocational education, represent achievements in its own right and stand out clearly as a guidepost for the emergence of the age of vocational education. (AVA Journal, "200 Years of Vocational Education," May, 1976, page 40.)

   From 1876-1926, four important developments were: The Manual Training Movement, the Trade School Movement, and the Home Economics Movement which focused attention on the occupational needs of women and the passage of the Smith-Hughes Act.

   Between 1926-1976 four important developments were: The adoption of the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968, the use of the Advisory Councils for Vocational Education, the emphasis on career education and the passage of the Vocational Education Amendments of 1976.

2. (L1) The practical principle that came out of the manual labor movement was that in addition to the studies in the academy each student worked in a shop or factory owned by a local businessman who paid the institution for the services of the student. Our present day cooperative, work experience and work study programs use this concept to good advantage.

3. (L1) The Kalamazoo case resulted in the establishment of the public high school. It also helped to establish vocational education in public education.

4. (L2) The leaders who planned and established vocational education in 1917 maintained that the schools had an obligation to serve those students who moved from the high school into the world of work, as well as those moved on to college.

Pre/Posttest Answer Key (continued)

5. (L2, L1) The vocational gudance movement developed almost simultaneously with the vocational education movement. In the beginning the two movements were separate and distinct but in time they became closely associated. The occupational adjustment of an individual required in part that his interests, attitudes, aptitudes and abilities be compatible with the demands of the occupation. People in vocational education and those in vocational gudiance were quick to realize their common objectives.

6. (L1) The Commission on National Aid to Education found that an urgent social and educational need for vocational education existed. National grants were necessary since the problem was too large to be worked out on a local basis, and the states varied in their ability to bear the cost of vocational education.

7. (L1) The Federal Board for Vocational Education was established to administer the provisions of the Smith-Hughes Act.

8. (L3, L1) The purpose of establishment of advisory councils was to move the planning and operation of vocational education closer to the people served.

9. (L3)

(a) The primary purpose of <u>cooperative education:</u>

"Cooperative" education requires a cooperative arrangement between schools and employers, allowing the student to obtain part-time vocational instruction in school and related on-the-job training through part-time employment. Common features of cooperative programs are: The systematic progression of skills and techniques through a definite pattern of learning experiences on the job; occupational orientation and job counseling, together with related technical instruction in school; coordination of school and work activities through job visitations by school personnel; cooperative school and employer development of appropriate classroom work and job experiences; and school credit from combined employment training and related school work.

(b) The purpose of <u>Work Experience Programs</u>:

Work experience programs are another form of job experience for students in addition to their school work. However, they are distinctly different from the cooperative program. Work experience programs have as their purpose the supervised part-time employment of students in order to assist them in acquiring desirable work habits for and attitudes toward the world of work.

(c) The primary purpose of <u>Work Study Programs</u>:

Work-study is yet another form of job experience for the student and distinctly different from cooperative education and work experience programs. The main purpose of work-study is to provide students with financial support to enable them to stay in school.

MODULES -- COMMON CORE CURRICULUM FOR VOCATIONAL EDUCATION

Category A: Introduction to Vocational Education

- A-1 History, Philosophy, and Trends in Vocational Education
- A-2 Scope, Function, and Organization in Vocational Education
- A-3 Vocational Legislation
- A-4 Assessing the Job Market and Employment Trends

Category B: Cooperative Relationship

- B-1 Rationale for Cooperative Relationships
- B-2 Advisory Councils
- B-3 Cooperative and Work Experience Programs

Caregory C: Vocational Students

- C-1 Promoting Vocational Education and Recruiting Eligible Students for Vocational Education
- C-2 Assessing Students' Personal Characteristics
- C-3 Guidance and Counseling
- C-4 Assisting Students with Special Needs in Vocational Education Program
- C-5 Assessing the Needs of the Disadvantaged Student
- C-6 Developing Student Leadership Qualities in Vocational Education Programs
- C-7 Student Organizations

Category D: Administration and Supervision

- D-1 Fiscal Management of a Vocational Education Program
- D-2 Writing a Vocational Education Project/Budget
- D-3 Record Keeping in Vocational Programs
- D-4 Conference Leadership
- D-5 Selection, Supervision, and Evaluation of Personnel
- D-6 School Law and Its Relationship to Vocational Education
- D-7 Staff Development
- D-8 Implementation of Change

Category E: Curriculum Design in Vocational Education

- E-1 Developing a Curriculum Design in Vocational Education
- E-2 Applying Learning Theory to Vocational Education
- E-3 Instructional Strategies

Category F: Stages and Structure of Curriculum Development

- F-1 Theories in Curriculum Development
- F-2 Building a Curriculum for Vocational Education
- F-3 Applying Curriculum Specifics to Vocational Education
- F-4 Safety

Category G: Evaluation and Research

- G-1 Evaluation Models
- G-2 Evaluation Procedures for Local Programs
- G-3 Introduction to Research Procedures in Vocational Education
- G-4 Research Design in Vocational Education
- G-5 Development of a Research Proposal in Vocational Education